

**Course Syllabus (Final – Semester 2)**

**Learning Group: Foreign Language**

**Year Level: 9**

**Subject code**

**Total: 1.0 credit**

**Subject: English in Mind**

<b>Chapter/Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
11	Love	11.1 <u>Reading</u> : - A service of love - Two lives 11.2 <u>Listening</u> : A women talking about her favorite film 11.3 <u>Speaking</u> : describing different people in your family 11.4 <u>Writing</u> : A composition about a person who has taught you something important 11.5 <u>Vocabulary</u> : - Appearance - Personality - Relationship 11.6 <u>Grammar</u> : Reported speech/questions/verbs 11.7 <u>Pronunciation</u> : Intonation in reported questions	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Understand how to appreciate or criticize a film</li> <li>➤ Understand the use reported speech and question verbs to be used</li> </ul> </li> </ul>	(B) 82 – 87 (WB) 66 – 71
12	Regret	12.1 <u>Reading</u> : A blog giving advice 12.2 <u>Listening</u> : - people talking about what they regret about their schooldays - Song – no regrets 12.3 <u>Speaking</u> : - Talking about a song - Talking about mistaken identity 12.4 <u>Writing</u> : A story about a time when you got angry 12.5 <u>Vocabulary</u> : Anger 12.6 <u>Grammar</u> : - Third conditional (I wish/if only past situations)	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Understand and reflect on their life of what they have done wrong</li> <li>➤ Understand the use Third conditional clause</li> <li>➤ Write a reflective essay</li> </ul> </li> </ul>	(B) 88 – 95 (WB) 72 – 77

		- should/shouldn't have (done) 12.7 <u>Pronunciation</u> : should/shouldn't have		
13	Hopes and fears	13.1 <u>Reading</u> : - What are you afraid of? - Ghost stories 13.2 <u>Listening</u> : - A report about teenagers' worries and fear - People talking about their hopes and fears 13.3 <u>Speaking</u> : - talking about hopes and fears 13.4 <u>Writing</u> : A film review 13.5 <u>Vocabulary</u> : - Adjectives with prefixes - Phrasal verbs with though 13.6 <u>Grammar</u> : - Non – defining relative clauses - Defining vs. non defining relative clauses - Definite, indefinite and zero articles. 13.7 <u>Pronunciation</u> : Pausing in non – defining relative clause	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to <ul style="list-style-type: none"> <li>➤ Understand the essence of hope and fear</li> <li>➤ Understand the use of relative clause and articles</li> </ul> </li> </ul>	(B) 96 – 101 (WB) 78 – 83
14	Happiness	14.1 <u>Reading</u> : an article about the world's happiest country - A tough decision 14.2 <u>Listening</u> : A street survey about happiness 14.3 <u>Speaking</u> : - discussing happiness - A survey about happiness 14.4 <u>Writing</u> : A poem about a perfect day 14.5 <u>Vocabulary</u> : Expressions with feel 14.6 <u>Grammar</u> : - be used to - Phrasal verb 14.7 <u>Pronunciation</u> : stress in phrasal verbs	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to <ul style="list-style-type: none"> <li>➤ Understand what happiness actually means</li> <li>➤ Understand the use of “be used to”</li> <li>➤ Express how feel about different type of feelings</li> <li>➤ Conduct a survey for data collection and present</li> </ul> </li> </ul>	(B) 102 – 109 (WB) 84 – 89

**Course Syllabus (Final – Semester 2)****Subject code****Subject: Focus Smart + Mathematics****Total: 1.0 credit****Learning Group: Mathematics****Year Level: 8**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
8	Probability	8.1 Events and Outcomes 8.2 Probability 8.3 Outcomes from Independent Events	<ul style="list-style-type: none"><li>• By the end of this chapter, students should be able to<ul style="list-style-type: none"><li>➤ Find probability if events from random sampling with equal probability for each result, and apply knowledge of probability for valid projection of event.</li><li>➤ Apply knowledge of probability for decision – making in various situations.</li></ul></li></ul>	Page 146 – 162



3	Natural Resources and the Environment	3.1 Environmental Issues 3.2 Natural Resources 3.3 Ecosystem and Balances	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to <ul style="list-style-type: none"> <li>➤ Analyze the state of problems concerning the environment and natural resources in the local area and propose guidelines for problem – solving.</li> <li>➤ Explain guidelines for preserving the equilibrium of the ecosystem.</li> <li>➤ Discuss sustainable utilization of natural resources.</li> <li>➤ Analyze and explain utilization of natural resources in terms of the sufficiency Economy Philosophy.</li> <li>➤ Discuss environmental problems and propose relevant guidelines for problem – solving.</li> <li>➤ Discuss and participate in providing care and preserve the local environment on a sustainable basis.</li> </ul> </li> </ul>	Page 50 – 66
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**Course Syllabus (Final – Semester 2)**

**Learning Group: Social Studies**

**Year Level: 7**

**Subject code**

**Total: 1.0 credit**

**Subject: Social Studies Grade 7**

Chapter/Unit	Topics	Contents	Objectives	Reference
4	Type of Government	4.1 Government 4.2 Communism 4.3 Monarchy 4.4 Ecclesiastical 4.5 Constitutional monarchy 4.6 Republic 4.7 Federal Republic	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>➤ Explain the importance of government.</li> <li>➤ Define communism, monarchy, ecclesiastical and constitutional monarchy</li> <li>➤ Know the key elements of the communist system and monarchy system</li> <li>➤ Know how a state governed by the ecclesiastical emirate systems.</li> <li>➤ Define communism, monarchy, ecclesiastical and constitutional monarchy</li> <li>➤ Know how countries governed by the constitutional monarchy system by the republic system</li> </ul> </li> </ul>	Page 35 – 47
5	Laws	5.1 Criminal Laws 5.2 Civil Laws	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to                             <ul style="list-style-type: none"> <li>• Explain what law is.</li> <li>• Know the importance of laws.</li> <li>• Identify the three categories of criminal laws</li> <li>• Know the different sentences for convicted defendants or the suspects who are declared guilty of a crime in a court of law.</li> <li>• Know and understand the term civil law.</li> <li>• Identify the different laws and issues under civil laws.</li> <li>• Explain the difference between civil law and criminal law.</li> </ul> </li> </ul>	

6	International Cultures in Thailand	6.1 Christmas 6.2 Vegetarianism 6.3 Worshipping Gods 6.4 Chinese New Year 6.5 Valentine's Day 6.6 Ramadan Fasting	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to           <ul style="list-style-type: none"> <li>➤ Explain what culture is.</li> <li>➤ Analyse the differences and accept the ways of life of believers of other religion.</li> <li>➤ Identify the different varieties of vegetarian diet.</li> <li>➤ Know how Thai-Chinese people celebrate Chinese New Year in Thailand</li> <li>➤ Know the history of Valentine's Day.</li> <li>➤ Know the importance of Ramadan to Muslim people.</li> <li>➤ Know how Muslims celebrate Eid-ul-Fitr.</li> </ul> </li> </ul>	
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**Course Syllabus (Final Semester 2)**Learning Group: **Health Education**Year Level: **9**

Subject code

Total: \_\_\_ credit

Subject: **Health Education Grade 9**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>	<b>Reference</b>
9	Exercise for Health	9.1 Aerobic and aerobics 9.2 Benefits of doing regular aerobics exercises 9.3 History of aerobics 9.4 Aerobics gymnastics 9.5 Type of physical activity 9.6 Aerobics or cardiovascular exercise 9.7 Strength or weight training 9.8 Stretching or flexibility 9.9 Balance 9.10 Exercise and aging	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to               <ul style="list-style-type: none"> <li>➤ Understand the importance of exercise on their development</li> <li>➤ Understand the different types of activity that will benefit them</li> <li>➤ Know which exercises are good for which part of the body and for their best development</li> </ul> </li> </ul>	Page 72 – 81
10	First aid and CPR	10.1 First Aid fundamentals 10.2 The contents of a first aid kit 10.3 Checking an ill or injured person 10.4 Rescue breathing and CPR	<ul style="list-style-type: none"> <li>• By the end of this chapter, students should be able to               <ul style="list-style-type: none"> <li>➤ Collect the data and propose the guidelines to solve health problems in the community.</li> </ul> </li> </ul>	Page 82 – 87

**Course Syllabus (Final Semester 2)**

**Learning Group: Home Economics**

**Year Level: 9**

**Subject code**

**Total: \_\_\_ credit**

**Subject: Home Economics**

<b>Chapter/ Unit</b>	<b>Topics</b>	<b>Contents</b>	<b>Objectives</b>
15	Functions of Food, the Food Groups and the Dietary Guidelines	<ul style="list-style-type: none"> <li>- The functions of food</li> <li>- Explain how food choices for a balanced diet depend on many factors</li> <li>- Explain how dietary needs change according to age, gender, level of activity and state of health.</li> </ul> 31-day Healthy Meal Plan (project) <ul style="list-style-type: none"> <li>- Distinguish between the terms diet, malnutrition, under nutrition and balanced diet.</li> </ul>	... know what are the right foods for elder, toddler etc. ...know nutritious meal. ...know the dietary needs of teenagers.  ...know the difference between malnourish and well fed.
16	Following a Recipe book Planning a nutritious meal	Practice reading a recipe book How to plan perfect meals/	... know parts of the recipe and able to know how to follow it step by step... ...have got an idea how to plan perfect meals if they want to lose weight or to gain weight.
17	Tips on Making meals List of Ingredients	<ul style="list-style-type: none"> <li>- Discuss different types of pasta</li> </ul> How to cook rice and pasta? Cooking techniques. Learn how to cook famous Italian food: Spaghetti Food presentation	...cook pasta perfectly. ... Write a simple instruction how to cook spaghetti.
18	Weighing and Measuring	-Name equipment used for weighing and measuring of ingredients namely scales (spring balance/ digital	... know how to read weighing scale accurately. .... Estimate the weight of sugar, salt, a piece of

		<p>scales), measuring jug measuring spoons, measuring cups, tablespoons, dessert spoons, teaspoons etc.</p> <p>List rules to be followed to achieve correct readings when weighing and measuring.</p> <p>Estimate the approximate weight of given foods (apple, a slice of bread etc.)</p>	bread etc.
19	Preparation of Meals /Basic Food preparation	<p>Acquire and apply the following skills ..weighing and measuring, peeling, chopping, cutting, slicing, dicing, grating, beating, mixing, sieving, greasing, liquidizing, blending, creaming, folding in, rolling out, cake decorating, laying of tables, serving of food. Methods of Cooking</p>	<p>...know the cooking terminology</p> <p>....know how to decorate food/ food plating</p> <p>Students will be able to read a recipe. (Once students know how to follow a recipe instructions they can cook)</p>